Concept Bundles:

**Concept Bundles support weaving concepts throughout content.**

Similar to Sharon Taberski’s idea of Cluster Books, Concept Bundles are bundles of informational books – fiction and non-fiction – that are focused around the same concept. Three or four books on the same concept are gathered and storied together for easy access to them during instructional read-aloud and then available to children during independent reading. Bundling books to use during instruction and independent practice “not only makes it easier for students to learn more about a single concept, adding breadth and depth to their thinking, it also allows them to compare the way related texts are organized, the information they convey, and the text features they contain.” (Comprehension from the Groud Up, Taberski, page 164).

**Concept Bundles improve reading comprehension and develop vocabulary.**

“All learning is a process of connecting the known to the new. As children read or learn about a concept for the first time, a hook forms in their brain upon which they begin to build schema. Then as they continue to read more about the concept, they can access their background knowledge, making it easier to comprehend and remember new information.” (Taberski, page 164)

(Call out) Not only do children gain information by looking at the pictures, reading the labels and captions, etc. this practice helps to extend the length of time children can read on their own. (Taberski, page 164.)

Research shows that multiple exposures to words contribute to vocabulary acquisition and comprehension. Readers (especially young children) acquire vocabulary through listening to stories. Hearing books reread and having vocabulary explained several times helps develop word knowledge. “These multiple exposures to works also occur when we read aloud several informational texts on a single concept or encourage students to read them on their own. Their content vocabulary becomes part of their background knowledge of a topic (or concept).”

**Concept Bundles support weaving science and social studies in a half day schedule possible.**

Select books from the Concept Bundle at various reading levels. Begin by reading the easiest book aloud to gather some basic information. Throughout the week, read a books at increasingly harder levels – being selective about which parts and how much of the book to read.

Be metacognitive with children “about how you are finding some of the same information, concepts, and vocabulary in books on the same topic, and because they’ve been introduced to an idea or concept in one book, it will be easier for them to read, understand, and remember that information when the encounter it again. These explicit demonstrations have clear payoffs for our young students.” (Taberski, page 166)

**Half-day kindergartners gain science and social studies learning through Concept Clusters**.

Week One: Building Background Knowledge:

1. Read aloud the easiest book non-fiction book from the Concept Bundle to gather basic information.
2. Be intentional about defining key vocabulary and illustrate the meaning with words, pictures, and physical actions (if appropriate).
3. Engage children in processing opportunities, like turn and talk, so that they can make meaning of new concepts. Invite children to think about one new “fact” that they learned today – one discovered through the reading.
4. Share the fact with an elbow partner and then write that fact in a concept book or journal.
5. In the beginning of the year, children should start with a picture as a way a plan their writing and make meaning. As the year progresses, children may be able to write first and then add a picture as an illustration later.
6. For children who may need it, give them a sentence stem. For example, Today I learned that …. or Patterns are…
7. Students should reread the fact or facts to a partner.
8. Continue in this same manner two-four times a week.
9. An alternative structure might be to read and talk about the text one day and then revisit and talk about the same text again the next day before children write so that they read/learn one day and write about their learning the next.